

LCAP Federal Addendum for Title I, II, III, and IV 2022-2023

Burbank Unified (19643370000000)

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Status: **CDE Approved July 2018**

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

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Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed unless the provision does not apply to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where

ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Burbank Unified:

The Burbank Unified School District has designed its instructional program based on the following districtwide LCAP goals:

- Improve learning and achievement for targeted subgroups of students
- Improve learning and achievement for all students
- Continue to align all instruction and learning to California State Standards
- Expand programs to prepare students for college, post-secondary education, training, and/or the workplace from preschool through Adult Education
- Develop and implement a comprehensive professional development plan for all employees
- Create a positive school climate by maintaining a safe environment and developing a sense of belonging for all students and staff
- Provide all students with access to technology in the classroom
- Develop new communication and collaborative strategies with parents, students, employees, and the community

Title I: Helping Disadvantaged Children K-8

Each goal has actions designed to carry out the intent of the goal. Federal Titled funds are applied to supplement and enhance programs that are designed to address the learning needs of students. Title I BUSD allocates Title I by grade span, focusing on use at our elementary and middle schools. This targeted approach is designed to address the achievement gap that widens for low-income students and students with disabilities. By providing more intensive support during grades TK- 8, we can better equip struggling students to meet or exceed State academic standards to prepare for high school and success in college and career.

School sites provide Tier II and III interventions in English Language Arts and Mathematics to provide students the time and opportunity to build a conceptual understanding of the Standards. Concept attainment leads to the better application of the Standards. The implementation of professional learning communities where teachers analyze data and plan instructional improvements to increase student success is another approach to examining individual and

student group achievement and actual work samples. Teachers then design strategies to rectify deficits in student learning.

Parents/guardians will benefit from Title I workshops and activities to improve their child's academic achievement. Students benefit from workshops and informational meetings provided to parents and guardians so that families can support student learning at the home.

Title II: Teacher Quality K-12

Title II funds supplement district funds used for professional development for teachers, principals, and other school leaders. Professional development is currently focused on closing the achievement gap and improving the performance of underperforming student groups: improving our Multi-Tiered Systems of Support (interventions); raising the expectations for all student groups; designing lessons that engage students at all performance levels; optimizing technology to support teaching and learning.

Title III: Limited English Proficient K-12

BUSD continues to offer intervention, professional development, and parent workshops and activities. Each school designs its program with the requirements of Title III and is approved by District staff. The DELAC and ELACs continue to provide input on interventions, professional development, and parent workshops and activities. The Title III Master Plan, annual district/school English Learner/Immigrant plans, and school plans record the ways to improve student achievement. Through School Site Council, English Learner Advisory Councils, District English Learner Advisory Council, and Title I Advisory Council, needs are identified, actions are developed, programs are designed, programs and spending decisions are monitored, and adjustments are made.

Title IV: Student Support

Burbank USD will apply the Whole School, Whole Community, Whole Child approach and provide district-wide professional development and parent education to support the implementation of evidence-based student programs and strategies based upon identified needs and stakeholder input. In summary, to improve the academic achievement of disadvantaged, ELs, immigrant children, homeless children, youth, and students with disabilities, the district shall use federal funds to provide eligible students with supplementary services based on the California State Standards and assist students in attaining proficiency as measured by District and State assessments. Needs are identified from the District and State assessments and the observations made by teachers who carry out the daily instructional program. Supplementary services may include the use of instructional assistants for intervention programs, supplemental materials based on the learning needs of students, and targeted programs to address the learning needs of specific student subgroups who need specialized learning opportunities. Extended learning time may include before, after, and summer opportunities. Eligible students also benefit from administrators, teachers, and classified discussions about student data, and professional development for administrators, teachers, and classified staff.

Alignment

Describe the efforts that the LEA will take to align the use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Burbank Unified:

LCAP funded strategies are determined based on the needs assessments and data analysis aimed at isolating causal factors for poor student performance. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parents, students, community members, staff members, and employee groups. Formal stakeholder input and structure from high-risk groups are ensured through the School Site Council, the English Learner Advisory Committee, District English Learner Advisory Committee, and the Title I Advisory Committee. Monitoring metrics are found throughout the LCAP and in school plans so that alignment is achieved with the same assessment system and goals of achievement. Once needs are identified, qualifying funding is assigned to carry out the action. Federal funds supplement and complement the activities paid for with State and local funds. Federal funds augment any State and local services that provide a base or foundation. Federal services are supplementary to State and local services. Federal funds are used to provide supplementary services to students, and professional development to administrators, teachers, and classified staff. Parent engagement includes not only informational meetings on how parents can help at home as well as governance such as School Site Council, District English Learner Advisory Council, Title I Advisory Council, and English Learner Advisory Council.

Every Student Succeeds Act (ESSA) Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

Title I, Part A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- A. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- B. identifying students who may be at risk for academic failure;
- C. providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- D. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such an agency will support programs that coordinate and integrate:

- A. academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- B. work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Title II, Part A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

Title III, Part A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

Title I, Part A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed** unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Burbank Unified:

N/A

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Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Burbank Unified:

Assistance to parents [ESSA Section 1116(e)(1)]

Annual Title I parent meetings review the elementary and middle school curriculum and standards to increase parent understanding of elementary and middle school student expectations and requirements. Parent conferences are held at the first and second trimesters to discuss student progress. Teachers are available beyond those two conferences, too. Family Nights, like math, are held at elementary and middle schools. These Family Nights cover the curriculum and standards and include at-home strategies for parents.

Parents receive an explanation of their child's performance on CAASPP. The CAASPP score reports are mailed to parents within 30 days of district receipt. Parents may ask questions through email, phone contact, or scheduled meetings. School webpages and the district webpage have resources for parents regarding State standards and district expectations.

Training and materials for parents to improve achievement [ESSA Section 1116(e)(2)} Materials and training are provided in all schools. Parents of TK/K students receive information on standards, curriculum, assessments, helping at home, and community resources. Economic status does not affect parents' opportunity to support their child's learning.

Principals, support staff, and teachers at all grade levels, from Kindergarten through high school, and secondary school counselors provide group and individual training to parents about how to use the student information system portal to access real-time attendance and grade information. Elementary schools and middle schools hold family math nights where parents learn about the math curriculum and how to help their students. These sessions include training on accessing the online components of the English language arts and math curriculum.

Staff education on working with parents [ESSA Section 1116(e)(3)] Parent participation at school activities, meetings, parent conferences, and curriculum nights, demonstrates effectiveness. Principals, staff, and parents often facilitate these events.

General and Special Education staff receive training and coaching on how to work with parents including the IEP process and other programs. Program specialists model this work with staff, demonstrating how to provide extensive, clear explanations that are free of jargon, especially when students are initially qualifying and parents with the IEP process or other specialized programs. Translations are provided.

Parent involvement programs and activities [ESSA Section 1116(e)(4)] Title I principals have reached out effectively to families of children who are eligible for Title I services. Principals use multiple communication methods, monitor what has been effective, and has made improvements every year. The District and schools collaborate with community-based organizations.

Communication with parents in a format and language parents can understand [ESSA Section 1116(e)(5)]

Information on school and parent programs, the Title I Compact, meetings, and other activities are sent to parents of children participating in Title I services through multiple avenues. Parents receive e-mails and phone calls. We use Blackboard services which support multiple languages. The program also provides text-to-speech translation, where it reads a message sent in English to the parent in their home language. Information is also sent by student mail. Administrators and bilingual Family Liaisons also call parents.

Support for parental involvement activities requested by parents [ESSA Section 1116(e)(14)]

Schools provide Title I meetings, parent education, special activities, and the LCAP consultation process. Schools promote and advertise volunteer opportunities. Parents have requested support in learning more about State Standards and the core curriculum, and interventions.

Parent consultation has impacted the LCAP and our plans for the use of Title I funds. Informed parent participation [ESSA Section 1116(f)]

Consultation with parents drives parent participation planning. BUSD has an English Learner population of 1,637 students. Mass communication provides messages in English, Spanish, and Armenian. Our website has the capability for multiple languages. The website follows ADA requirements to our website. Our schools are accessible to people who use mobility devices. Translators are available.

Alignment required in Section 1116 to LCAP stakeholder engagement process

Our LCAP stakeholder engagement process is detailed in our LCAP. In summary, we consult with a broad range of stakeholders about their priorities in a series of meetings, supplemented with additional information gathering, communication, and focus groups. BUSD holds meetings to provide input on their priorities for the LCAP. Principals discuss the LCAP in SSC meetings and other parent meetings. Parent groups plan and review the LCAP goals. The processes above involve all schools.

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Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Burbank Unified:

Title I schools develop school plans by the SSC that include, a comprehensive needs assessment, student achievement data, goals, allowable expenditures, monitoring of achievement, accountability, professional development, parent engagement, and school policy. Title I Advisory meetings are also held bi-monthly to monitor the Title I program, technical assistance, and problem-solving. BUSD district office supports schools by ensuring compliance (FPM), monitoring activities and expenditures holding the school accountable for achievement, and Board policy among other requirements.

SWP schools take the following steps to upgrade the entire educational program:

- A comprehensive needs assessment of the entire school about State standards and the educational needs of students and staff
- Schoolwide strategies for all children to meet State standards (core curriculum delivery, monitoring, assessments, interventions)
- Effective methods and instructional strategies based on scientifically-based research (Hattie, et al.)
- Extended learning time, extended school year, before and after school, and summer programs focused on individual students and subgroups in reading/language arts and mathematics
- Addressing the needs of underserved students, low-achieving students, and those at risk of not meeting State standards
- Instruction by qualified teachers and strategies to attract and keep such teachers

- High quality and ongoing professional development for teachers, principals, paraprofessionals, parents, and other staff in reading/language arts, math (core curriculum, supplemental materials, assessment, data debriefs, interventions)
- Strategies to increase parental involvement in reading/language arts, mathematics, understanding assessments results, report cards, a-g requirements, graduation requirements, college financing
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs outlining expectations, curriculum, assessments, monitoring practices
- Timely and effective additional assistance to students who experience difficulty mastering State standards (Tier I classroom, Tier II interventions, Tier III specialized services) For targeted assistance programs, the identification of students most at risk of failing to meet State standards. K-2 students are identified from district assessments who score at or below proficiency (70%). Students in grades 3-5 are identified from CAASPP and district assessments and a score below proficiency (not meeting standard or below standard). Activities include:
 - Effective methods and instructional strategies based on scientifically-based research (Hattie, et al.)
 - Interventions - extended learning time, extended school year, before and after school, and summer programs focused on individual students and subgroups in reading/language arts and mathematics
 - Strategies that minimize removing children from the regular classroom during regular school hours for instruction
 - Instruction by highly qualified teachers
 - Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff in reading/language arts, math (core curriculum, supplemental materials, assessment, data debriefs, interventions)
 - Strategies to increase parental involvement in reading/language arts, mathematics, understanding assessments results, report cards, a-g requirements, graduation requirements, college financing

Neglected or delinquent: N/A

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Address the ESSA provision:

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of

services under this part.

Response from Burbank Unified:

There are no Title I Targeted Assistance Schools. If there were, students would be identified based on low achievement in Reading/Language Arts and/or Mathematics. Staff is provided professional development to increase their understanding of State standards, the core curriculum, specific strategies, assessment monitoring, and interventions. Students below standard are provided interventions in R/LA and/or Math. Parents are also provided information on State standards, curriculum, teaching strategies, interventions, and ways that parents can help at home. Staff is also training on effective communication with parents, effective parent conferences, and communicating assessment data.

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Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Burbank Unified:

Federal and State Law mandates that all school districts identify homeless students annually. The BUSD uses the Student Housing Questionnaire (SHQ) to identify eligible homeless students and provide support services. During the 2022-2023 school year, the Burbank Unified School District identified 75 students from 50 families experiencing homelessness via the online enrollment system, school site referrals, and subsequent Student Housing Questionnaires submitted. The SHQ establishes the parent/student's rights under the federal McKinney-Vento Homeless Assistance Act. Pursuant to the McKinney-Vento Homeless Assistance Act (42 USC. Sec. 11301 et seq.)

The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act of 2015. This law entitles all homeless school-aged children equal access to the same free, appropriate public education that is provided to non-homeless students. Accordingly, schools are required to identify homeless students, inform them of their rights, remove barriers to enrollment, attendance, or academic success, and not stigmatize homeless students.

Students are identified through the SHQ (Student Housing Questionnaire) which is required to be included in every online enrollment system or enrollment packet and distributed to all students annually with emergency cards. BUSD has made the annual information part of online Parent Data Confirmation. Families self-identify their current nighttime residence during this process

and the Student Services Homeless Liaison follows up with the family and obtains an SHQ. The BUSD liaison obtains an SHQ and refers the family to District resources and community supports. Parents can self-identify via the SHQ at any time during the school year at their school site or directly with the Student Services Homeless Education Program. If they are new to the program, they are referred to the District liaison for services and to complete an SHQ.

Per federal law, all schools are responsible for the annual identification of homeless students. Therefore, principals and office managers shall ensure that their school site annually identifies all homeless students and refers families to the District liaison to accurately input student information, and indicates the nighttime residence in Aeries for accounting purposes. Additionally, the liaison is required to provide public notice of the educational rights and protections of students experiencing homelessness.

In addition, the designated LEA Homeless Liaison will support the identified specialized student population and work with school site staff to ensure compliance with district policy and federal mandates regarding:

1. Identification
2. Immediate enrollment;
3. Appropriate educational placement
4. Proper withdrawal from school; awarding and transfer of credits; records and grades;
5. Awareness and training
6. Consultation and collaboration with school counselors
7. Transportation
8. Allows partial credit

The BUSD Homeless Education Program provides:

- School enrollment; equal access to educational and meal programs; other support services
- Professional development; educational rights
- Removal of enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer
- Technical assistance to staff on proper identification, enrollment, and service needs of students and families; ensuring the privacy of student records
- Transportation, backpacks, school supplies, hygiene kits, and referrals for emergency clothing/shoes
- Medical, dental, and mental health referrals, in addition to other school/community services

- Educating students/parents on their educational rights
- Promote parent participation in school activities
- Assist unaccompanied youth with enrollment procedures, educational/vocational placement options, and linkage to community resources such as job placement services, post-secondary educational programs, and housing resources
- Advocacy services for parents and students during school-related educational meetings, SSTs, IEPs, SARTs or SARBs
- Mediation in school enrollment disputes
- Assistance to specialized populations of homeless students, including preschoolers, homeless teen parents, children with special needs, and unaccompanied youth
- Identification of students who may be eligible for the state AB 1806 graduation exception and support for graduation expenses and testing for secondary schools

Assist with the completion of FAFSA and other financial aid applications through at-risk counselors for college

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Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Burbank Unified:

Student transition activities are held at the:

- preschool/prekindergarten to elementary school
- elementary school to middle school
- middle school to high school

The District's early education programs maintain assessments of children's learning strengths and needs. Articulation and a smooth transition from prekindergarten to transitional kindergarten/kindergarten are critical to learners' continued educational success. Articulation and transition are the responsibility of both the sending early education program and the receiving elementary school.

Preschool children enrolled in Early Childhood Education Division programs including Early Education Centers (EECs) and California State Preschools (CSPP) are provided orientation meetings at the elementary schools. The preschool alerts elementary schools that the entering student has attended a Burbank Unified School District early education program before enrolling in the elementary school.

For children enrolled in Early Childhood Education Division programs a planned transitional meeting will also be provided with the preschool teacher providing:

- A copy of the child's Pre-K Developmental Profile.
- A signed copy of the Permission to Transfer Preschool Information to Elementary School form.

For children enrolled in Early Childhood Education Division programs, parents/guardians must give permission for information to be transferred to the elementary school by:

1. Completing a Permission to Transfer Preschool Information to Elementary School. A copy of the permission form should be placed in the student's cumulative folder and a copy kept on file at the sending preschool.
2. Each pupil's information shall be kept in the elementary school's cumulative record folder in accordance with district policy.
3. Each pupil transitioning from the Special Education preschool services will also have a Special Education folder with the cumulative record folder.

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Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Burbank Unified:

Middle School Orientation

Middle schools provide orientation days before the beginning of school to support elementary school students' transition to middle school. Students become familiar with the campus, receive their textbooks, get a tour of the school, and learn how to navigate the school and the school's system for communication and problem-solving. Students will engage in team-building activities to get to know their classmates, faculty, and staff. Some middle schools extend orientation over a

few days and include academic preparation for English language arts and math, study skills, and any necessary testing.

Summer Bridge Programs

Middle School and High school summer bridge programs build student academic preparation for the English Language Arts, mathematics, a-g courses introduce college and career readiness skills, and organizational skills, and provide social-emotional supports to assist with the transition from elementary to middle school and middle school to high school. The bridge programs help students make connections, build relationships and ease the transition for students into middle and high school.

Concurrent Enrollment

BUSD has entered into agreements with community colleges to expand concurrent enrollment opportunities for high school students. The BUSD Board of Education and specific community colleges have agreed on a matrix of community college courses that are aligned with the California State Standards of high school courses. These courses may meet graduation requirements, add an enriched curriculum, and offer additional options for high school students who are pursuing a high school diploma, career preparation, and a smooth transition to college. The Division of Instruction has supported each school with funding college textbooks. In addition, students earn college credit.

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Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Burbank Unified:

- A. Assist schools in identifying and serving gifted and talented students:

The Gifted and Talented Program does not receive Title I funding. The GATE Office and District schools, however, do receive LCAP funding and may choose to use funds to support their efforts to provide gifted/talented students with access to high-quality differentiated

instruction that addresses their unique talents and advances their achievement. Funds may be used to provide staff access to professional learning opportunities focusing on instructional practices such as differentiated instruction, enrichment, acceleration, and curriculum compacting. Additionally, a school's funding can be used to increase the site's ability to refer/identify and serve students who are historically underrepresented in gifted and talented programs, i.e., low-income, African American, Latino, and English learners. Accordingly, funds can be used to increase gifted/talented learners' access to and engagement in high-quality educational opportunities that prepare them for rigorous coursework and advance their college and career readiness.

The Gifted and Talented program is guided by a BUSD Board-approved plan that gives guidance to the decision-making for the GATE program. A new identification system was implemented in 2016-2017 to better identify underrepresented students and is proving to be effective.

B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Additionally, personnel of the library program is not funded by Title I. District Office staff works directly with schools to provide all students with access to school libraries. A direct relationship exists between student achievement and access to appropriately staffed and well-stocked school libraries. This correlation has been documented in multiple longitudinal studies. Access to such libraries is a necessary tool for student achievement and essential to the successful implementation of State Standards.

District staff provides services such as:

- Assisting school site personnel on library media center issues and the development of library input teams at schools
 - Training new teacher-librarians, library aides, school personnel, and District staff - Providing staff development - Supporting and maintaining L4U and the EBSCO Digital Library consisting of paid and free online content
 - Coordinating school issues such as library media center schematics, collection development, weeding, and staffing - Advising schools regarding modifications of library media centers - Evaluating, selecting, and developing collections, and cataloging
 - Assisting in the development of California Model Library Standards-based courses and lessons
 - Training, reviewing, and providing information for library-related grants and funding sources
- The District follows the California Model School Library Standards (2010) To graduate students who are college-prepared, career and life-ready, and life-long learners, BUSD provides each student with equitable access by centrally funding school library staffing and providing funding for up-to-date print and electronic collections.

STAFFING: The staffing standard as defined in the California Model School Library Standards is defined as a team consisting of a classified librarian, e.g., a classified position such as a library coordinator. The District provides funding to elementary schools for library aides based on

student enrollment. In addition, schools may use their Title I funds to extend the hours of library aides. The number of computers or devices varies from school to school, especially as many schools continue to expand access to devices at school. Usually, the schedule for students and class visits is most flexible at secondary schools, especially those staffed by a classified library coordinator. At the elementary school level, the schedule is usually a fixed one for class library visits. At the elementary level, there is also the issue of supervising students by credentialed staff during instructional time.

CLASSIFIED LIBRARIAN RESPONSIBILITIES: District staff provide training and professional development to librarians focusing on media and information literacy and research skills. Librarians work with whole classes – including Special Education – small groups of students, and individual students. As funding allows, librarians, engage in collection development, weeding, ordering, cataloging, and supervising the work of student aides and library aides. Librarians provide book talks to students, as well as a “good book to read.”

RESOURCES: The District Office promotes diverse library collections that support the State Standards and frameworks, that provide appropriate age- and grade-level materials that support language needs, and, that provide for all students’ cognitive needs. The District provides the Digital Library for all students for use at school and via remote access.

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Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed** unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Burbank Unified:

The district used the process for data collection outlined on the CDE website at <https://www.cde.ca.gov/pd/ee/peat.asp>. Our first step was to pull district and school data from the DataQuest from 2017-18. Excel spreadsheets were created. Data was reviewed by cabinet-level administrators that include HR, C and I, PD, State/Federal Programs, Business Services, ELs, SpEd, Assessments, Early Ed, CBEDS/CALPADS, BTSA, teacher, and classified representatives. Data included counts and percentages of low-income students, minority students, ineffective/misassigned teachers, inexperienced teachers, and out-of-field teachers. The Data discussions concluded that the district does not have any significant gaps across all schools. Classrooms are staffed with fully qualified and appropriately credentialed teachers.

There are 6 ineffective (misassigned) teachers across the district. There are 32 out-of-field (Local Assignment Board-approved) teachers in the district of which Monterey has 10 and ILA has 11. This is due to teachers teaching multiple subjects.

Are minority students taught at higher rates by ineffective teachers? No. BUSD has 6 ineffective (misassigned) teachers, 2 are at BHS (38% minority), 2 at JBHS (67% minority), and 2 at Muir MS (34% minority). The differences in rates among the schools at the elementary, middle, or high school levels are minimal.

Are low-income students taught at higher rates by ineffective teachers? No. BUSD has 6 ineffective (misassigned) teachers, 2 are at BHS (32% SED), 2 at JBHS (27% SED), and 2 at Muir MS (34% SED). The differences in rates among the schools at the elementary, middle, or high school levels are minimal.

Are minority students taught at higher rates by inexperienced teachers (two or fewer years of experience)? No. In the district as a whole, BUSD has 1% (5/707) inexperienced first and second-year teachers. BUSD has 1 elementary; 3 middle; and 1 comprehensive high school. At elementary, the percentages of minority students range from 33% (Miller) to 72% (Providencia). Miller has 1 inexperienced teacher. Providencia has 0 inexperienced teachers. The 1 teacher is expected to continue. At the middle school level the range of 34% minority at Muir Middle with 2 inexperienced teachers and 60% minority at Huerta Middle with 1 inexperienced teacher. All 3 are expected to continue. Burbank High has a 38% minority with 1 inexperienced teacher. Burroughs High has a 67% minority with 0 inexperienced teachers. The 1 teacher is expected to continue. There is no pattern of inexperienced teachers with high minority enrollment at the elementary, middle, or high school level. All teachers are fully credentialed, supported by new teacher induction, and onsite colleagues as they develop their profession.

Are low-income students taught at higher rates by inexperienced teachers? No. In the district as a whole, BUSD has 1% (5/707) inexperienced first and second-year teachers. BUSD has 1 elementary; 3 middle; and 1 comprehensive high school. At elementary, the percentages of minority students range from 33% (Miller) to 72% (Providencia). Miller has 1 inexperienced teacher. Providencia has 0 inexperienced teachers. The 1 teacher is expected to continue. At the middle school level the range of 34% minority at Muir Middle with 2 inexperienced teachers and 60% minority at Huerta Middle with 1 inexperienced teacher. All 3 are expected to continue. Burbank High has a 38% minority with 1 inexperienced teacher. Burroughs High has a 67% minority with 0 inexperienced teachers. The 1 teacher is expected to continue. There is no pattern of inexperienced teachers with high minority enrollment at the elementary, middle, or high school level. All teachers are fully credentialed, supported by new teacher induction, and onsite colleagues as they develop their profession.

Are minority students taught at higher rates by out-of-field teachers? No. The district has no out-of-field teachers at any level: elementary, middle, high school, or alternative high school.

Are low-income students taught at higher rates by out-of-field teachers? No. The district has 32 out-of-field teachers at any level: none at elementary, 4 at middle, 7 at high school, and 21 at alternative high schools/programs. The 21 is due to multiple preps that the teachers are teaching.

Address Disparities

With no disparities for either minority or low-income students, BUSD remains committed to having all of our teachers fully qualified and appropriately credentialed for their assignments. Human Resources, appropriate district office staff, and school administrators will continue to improve the hiring process to attract the highest quality candidates. Human Resources advertises positions earlier, the result in earlier hiring from larger candidate pools, and a better ability to hire fully credentialed teachers. Schools also have strong collaborative teams. Inexperienced Teachers The District provides a teacher assistance program with a mentor for all teachers who are placed on an improvement plan. The District provides administrators with a rigorous PD.

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Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development.

ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers, and opportunities to develop meaningful teacher leadership.

Response from Burbank Unified:

Professional growth and development are based on the following model:

- Identifying local needs of principals, teachers, and students
- Selecting an approach to address needs - Planning - Implementing - Monitoring and Reflecting
- Measuring Growth and Improvement

Professional development for all staff is aligned with State Standards, core curriculum, the CSTP, and program requirements. Student achievement data is the primary determiner of PD. PD is delivered by Instructional Services staff, the ELD TOSAs, Teacher Induction TOSAs, site administrators, and teachers. Principals (and PD to Teachers from Principals, as appropriate):

- Training for new and veteran administrators on policy, procedures, State Standards, assessments, curriculum, school plans, budget, staffing, discipline, CSTPs, etc.
- Instructional leadership using current research, best practices, and trends, based on the meta-analysis of John Hattie's Visible Learning
- Includes K-12 assessment data, CAASPP, CORE, WASC action plans, FPM requirements, TSI/ATSI/CSI, SPSA
- Addressing significant subgroups and closing the achievement gap
- Accelerating academic achievement and closing the achievement gap
- Differentiated Instruction for teachers and administrators

- Developing district assessments for reading, writing, mathematics in TK-5, as well as end-of-semester benchmarks in core courses in grades 6-12
- Innovative learning/engagement strategies/programs to improve student achievement
- Utilizing brain research
- Addressing student behavior issues and effective classroom management
- Continue parent/teacher conferences PD at the elementary level
- Monitoring teacher support programs funded with State money (for BUSD Induction) through informal and formal program reviews, participant feedback, and professional dialogue
- Monthly elementary and secondary principal meetings
- Management retreat twice annually
- Principal PLCs Teachers
- Train new trainers and sustain veteran teachers on the standards-based curriculum, instructional/engagement practices, and formative assessment and results
- Increasing vocabulary, comprehension, and writing in all content areas
- Intervention plans and strategies • Student achievement data tracked over time to address learning needs and gaps
- Training on specialized programs GATE, Special Education, ELs, Title I
- Examine achievement data to verify that target student populations' needs are being met
- Induction Program and ongoing support for new teachers • Provide support for SB 2042 credential teachers on meeting the needs of all students as they earn their professional teaching credential
- Provide technology PD – Google Classroom
- Technology learning tasks to teach students aligned to State standards
- Continue training teachers on designated software to improve student achievement.

Measuring Growth and Improvement Quarterly review of classroom practices and student achievement by principals, teachers, and other leaders training with attention to:

- The number of students meeting/exceeding State Standards
- Examination of multiple measures achievement results (State and district student test results)
- Effective use of standards-aligned materials with fidelity

- Classroom walkthroughs to observe the implementation of curriculum and instructional practices
- Use PD feedback to identify further PD The following design steps for professional development include:
 - Schedule PD during designated days, release days; shortened Tuesdays (elementary and middle schools), late start Fridays (high school), after school or weekends
 - Sustenance in the organization and management for continuous improvement of student achievement
 - Use data collected from State/District assessments when presenting PD to raise awareness on areas of growth and to improve student learning.

BUSD provides a breadth of PD for administrators, teachers, and other school leaders. Training is tailored to the needs of staff. As staff advance in the district differing PDs occur based on the needs of the staff member and the role that the staff member plays. Systemically administrators participate in three monthly PDs. Teachers partake in at least two monthly PDs. These PDs are led by a variety of staff members depending on the topic.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Burbank Unified:

In December 2019, Monterey Continuation High School was identified for Comprehensive Support and Intervention (CSI). The graduation rate was reported as 50% well below the 67% threshold. 100% of funds are allocated to the school except for indirect costs. Budgeted expenditures include professional development, improving the delivery of curriculum from a packet-based system to direct instruction, providing interventions, providing additional counseling services, and monitoring the progress of students. Monterey exited CSI in January 2023 with a 86% graduation rate.

In January 2023, ten schools were identified for Additional Targeted Support and Improvement (ATSI). The dark gray indicates a “Very Low” score on the California Dashboard. A light gray indicates a “Low” score on the dashboard. When families opt students out of the State test, the score automatically becomes “Very Low” for that student. That has a negative impact on the subgroup.

Each school is writing into their school plan actions that would help to move them out of ATSI status. The actions would be approved by the School Site Council. These actions will roll over into the school plan for 2023-2024.

	ELA	Math	EL Progress	Chronic Absenteeism	Graduation Rate	Suspension Rate	Participation Rate
ILA	EL-13	EL - 15	EL - 31	EL - 2	EL - 13	EL - 58	
Edison	EL - 21	EL - 21	EL - 26	EL - 39		EL - 39	
Harte	EL - 18	EL - 18	EL - 21	EL - 36		EL - 36	
Harte	FI - 8	FI - 8	EL - 21	FI - 31		FI - 32	
McKinley	SWD - 30	SWD - 30	EL - 41	SWD - 66		SWD - 66	ELA - SWD - 84% Math - SWD-84%
Miller	SWD - 26	SWD - 25	EL - 174	SWD - 66		SWD - 66	
Miller	TOM - 14	TOM - 14	EL - 174	TOM - 54		TOM - 55	
Providencia	SWD - 39	SWD - 39	EL - 29	SWD - 81		SWD - 81	ELA - SWD - 81% Math - SWD-76%
Washington	SWD - 44	SWD - 44	EL - 64	SWD - 103		SWD - 106	ELA - SWD - 83% Math - SWD-83%
Washington	TOM - 5	TOM - 5	EL - 64	TOM - 34		TOM - 35	
Huerta	AA - 24	AA - 24	EL - 37	AA - 33		AA - 34	
Huerta	EL - 98	EL - 98	EL - 37	EL - 48		EL - 49	
Huerta	SWD - 135	SWD - 136	EL - 37	SWD - 150		SWD - 152	
Luther	EL - 82	EL - 81	EL - 32	EL - 48		EL - 48	
Luther	SWD - 132	SWD - 133	EL - 32	SWD - 150		SWD - 156	ELA - SWD - 92% Math - SWD-90%
Muir	SWD - 124	SWD - 124	EL - 144	SWD - 138		SWD - 138	ELA - SWD - 90% Math - SWD-90%

Additionally, funding is prioritized using the MTSS approach to target programs and resources based on student needs. That said, the number of students in high need does vary by school site. Student needs are identified by CAASPP and district test results. Additional needs unique to each school are described in SPSAs (Title I) and Title III school plans. Schools with a higher number of students “not meeting standards” are provided prioritized services mainly teacher professional development and reading/language arts and math interventions. Data reports are created for each school that identifies student needs for All Students; Disadvantaged Students; English Learners; Ethnicity. Data is reviewed at the district level by a broad spectrum of Cabinet members, principals, assistant principals, and curriculum specialists (teachers). Also, the baseline of support is described in the LCAP (funding based on the unduplicated count of high-needs students by school site in action 1.6 of the LCAP). District-level support available through the LCAP includes funding for staffing as described in the LCAP supplemental section, and tiered professional development described in the LCAP supplemental section. This design facilitates transparency and monitoring of program effectiveness as well as the responsible use of support funding. This structure allows us to monitor students based on need whether those be an enrichment for gifted students, students needing academic support, students needing social-emotional support, or students needing guidance towards meeting graduation requirements and preparation for college and career.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Burbank Unified:

BUSD organizes and shares out student outcome data (CAASPP, ELPAC, and district assessments) at least twice per year. All administrators and teachers have access to data in the student information system (School City). State and District assessment results are examined by administrators and teachers concerning the taught and learned curriculum, State Standards, and program requirements. In August CAASPP data is examined by each school staff by grade level and department by subgroups including All Students, Disadvantaged Students, English Learners, and Ethnicity.

Elementary schools administer district-developed assessments two times each year in grades K-5. Following the scoring of those tests school staff meet to examine the data by grade level, classroom, and individual student. Interventions are designed in reading/language arts and math for students in need following assessments. Intervention placement occurs when a student is identified and they are placed into an intervention program. Secondary schools administer district assessments twice each year as well as use class grades are used to identify students who need additional instructional support. Additional data is culled from teachers and school leaders, classroom observations, school-based student work, evidence of effective leadership, instructional and professional growth objectives data, stakeholder feedback, data-based objectives of student and educator achievement and performance data as well as final overall evaluation ratings and comments. These data are used to guide programmatic changes and professional development for program staff.

Ongoing consultations include data chats with district/school administrators, curriculum specialists, and English learner site coordinators about student achievement and the need to intervene with underperforming students and those that need additional challenges. Our goal has been to isolate causal factors that affect student achievement and scale the allocation of resources to the relative effects of those factors. We maintain a wide array of monitoring metrics in both our LCAP and School Plans (SPSA's) to assist in targeting needs, allocating resources, and evaluating program effectiveness. Data is regularly reported to our stakeholders including our employee groups, governing board, parents, and the community. Disaggregated data is analyzed to guide the responsible allocation of resources to ensure safe, productive learning environments with the best overall educator effectiveness.

Title II Part A funds pay for two positions in the district:

- 1.) Teacher Induction/Implementation of State Standards; and
- 2.) Instructional Technology. Both TOSAs serve administrators and teachers. At least annually, the need for both positions is reviewed.

Priorities for each position are established. Discussions for both positions included district and school administrators, teachers, association officers, and parents through the LCAP process and additional district-led meetings. Both staff members meet with district office staff weekly to attend to immediate needs and plan for future priorities. BUSD coordinates Title II-funded activities with other related programs and subsequent activities. The roles of the TOSA's support data discussions, identification of needs, implementation of curriculum, interventions, assessments, and monitoring.

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Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals, and other school leaders, administrators, and other school or community-based organizational personnel.

Response from Burbank Unified:

High-quality professional development is provided for classroom teachers, principals, administrators, classified and other school-based personnel that is:

- a. designed to improve the instruction and use of assessments (including data from assessments) of English learner students;
- b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs students;
- c. based on scientifically-based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; and
- d. has a long-term effect resulting in a positive and lasting impact on teacher performance in the classroom.

Burbank Unified School District endeavors to provide English learner students with highly qualified teachers who not only hold a Professional Credential but who also hold an appropriate Cross-cultural, Language and Academic Development (CLAD) authorization which qualifies them to instruct English learner students in the State of California. All District teachers without the CLAD credential have an understanding that the certification must be completed within two years, and new hires will not be moved into permanent status until the CLAD is completed. The District works with the Los Angeles County Office of Education (LACOE) to connect new hires with LACOE-sponsored workshops free of charge that they can attend after school or during the summer to prepare them to pass the State examination. These teachers will be contacted annually in February for an update on their current status regarding obtaining this credential. (At the time this was written 10 teachers were not fully CLAD authorized.) The professional development program is designed to improve instruction and, thus, the achievement of English learner students. District programs offered are research-based and have demonstrated effectiveness in developing English language proficiency and promoting academic achievement. District Professional Development Providers offer the listed trainings except as indicated.

Professional development offerings include training in:

- Adopted ELA and ELD standards and materials
- Step Up to Writing
- Project G.L.A.D. (Guided Language Acquisition Design)
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)
- Literacy and engagement structures training for paraprofessionals • Workshops, institutes, and conferences such as CAFE, CATESOL, Two-Way Dual Language Conference
- ELPAC (English Language Proficiency Assessments for California)

Training for teachers includes instructional strategies and program objectives being continually evaluated based on student assessment results from trimester assessments. Summative ELPAC and CAASPP assessments also help guide instruction.

Title III supplements the PD and support by providing ongoing opportunities for coaching, curriculum enhancement, and collaboration for teachers of ELs who have previously taken Step up to Writing training, Project GLAD PD, Designated ELD training, and Integrated ELD

training. This ongoing site-level support supplements the first phase of PD provided by the LCAP Base and Supplemental grants, allowing teachers of EL and their Specialists/Coordinators to take a “deeper dive” to tailor their instruction and curriculum to meet the needs of ELs both in Designated ELD and through Integrated ELD in the content areas. Administrators observe classrooms at least monthly to determine the effectiveness of teaching strategies and materials and assist teachers as required. In this way, the implementation of professional development is monitored. The District employs elementary ELD Specialists and secondary ELD Coordinators through the LCAP Supplemental Grant. Training for ELD Specialists and Coordinators is provided by the District EL Teacher on Special Assignment, which is also funded out of the LCAP Supplemental Grant. The training is held throughout the year and is designed to foster and maintain best instructional practices at their school sites. Practices learned in the training arc are then passed on to teachers at staff development meetings and through demonstration lessons in classrooms.

At monthly meetings, the ELD Specialists and Coordinators will:

- Review current data to evaluate student progress and determine needs
- Review Site Program Review documents and Action Plans to determine assistance needed by sites to implement successful programs
- Review newly implemented materials for effectiveness.
- Search for additional supplemental materials in identified areas
- Review newly implemented materials for effectiveness
- Search for additional supplemental materials in identified areas.

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Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from Burbank Unified:

Immigrant children and youth will be provided comparable services as all English Learners. Specifically, students will benefit from additional supplemental materials funded by Title III Immigrant that are designed for newcomer immigrants who are also learning English. They will be offered intervention services funded out of Title III Immigrant that help them learn and adjust to a new country by attending before and/or after school classes or joining lunchtime intervention sessions with teachers. They will also be the recipients of instructional practices that are taught to appropriately credentialed teachers and instructional assistants. Immigrant children and youth will be placed in appropriate instructional settings including:

- Structured English Immersion
- Dual-Language Immersion
- English Mainstream for non-ELs Student progress will be monitored primarily by teachers, teachers on special assignments, and school principals.

When needed, Student Study Teams will be called to examine individual student progress.

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Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Response from Burbank Unified:

All English Learners will have equal access to highly qualified teachers with CLAD or equivalent and will have access to skilled administrators at the school and district levels. All English Learners will have equal access to appropriate State and District Board-adopted instructional materials, daily Designated English Language Development, and comprehensible access to the core curriculum by Integrated ELD through Specially Designed Academic Instruction in English (SDAIE) strategies. All English Learners will make progress toward District goals on the California Assessment (CAASPP), English Language Proficiency Assessments for California (ELPAC), and District-designed tests developed by teachers.

Description of Programs and Services

Services are provided to English Learners (ELs) to ensure that they are acquiring English language proficiency and are receiving appropriate instruction in the core curriculum. Additional and appropriate educational services are provided in Transitional Kindergarten through grade 12 in all classroom settings. These services enable ELs to overcome language barriers and are provided until they have demonstrated English language proficiency. The District will provide all ELs with instructional programs which comply with State EC 300-340 and federal legal requirements. These programs are research-based and approved by the COE.

Description of Programs and Activities

Structured English Immersion

The Structured English Immersion program's curriculum and instruction are designed for pupils who are learning English. Students receive instruction in English, including designated ELD instruction and integrated ELD within their grade level academic subject matter content (English, math, social studies, science). The program immerses students in English-language instruction with primary-language support (as needed), provided through the use of aides, peer tutors, community volunteers, and appropriate instructional materials. Reading/Language Arts (with Integrated ELD), as well as Designated English Language Development (ELD), are provided

through the implementation of State Board approved curriculum: Benchmark’s Advance for grades K-5 and Houghton Mifflin Harcourt’s California Collections in grades 6-12. Academic subjects in all core-curricular areas are taught according to California State Content standards. Students are assessed on their progress toward meeting ELD and content standards through District and State assessments. Support is provided for students using Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support (when available). Teachers of these students are (Bilingual) Cross-cultural Language and Academic Development (B/CLAD), Senate Bill 1969/395, or CTEL authorized, as are the administrators who evaluate them.

Dual-Language Immersion (Spanish-English)

Also referred to as Two-Way Immersion, the Dual Language Immersion (DLI) program provides language learning and academic instruction for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. Content area instruction is in Spanish for 90% of the day in kindergarten, decreasing by 10% Spanish language instruction each year until a ratio of 50/50 is attained in 5th grade. English learners are provided both Designated ELD and Integrated ELD during the English-language part of the day. Spanish/Language Arts with Integrated SLD, as well as Designated English Language Development (ELD), are provided by State Board approved curriculum: Benchmark’s Advance for Reading/Language Arts and ELD and Benchmark’s Adelante for Reading/Spanish Language Arts. Academic subjects in all core-curricular areas are taught according to California State Content standards. Students are assessed on their progress toward meeting ELD and content standards through District and State assessments. Support in DLI comes from teacher implementation of SDAIE strategies and Integrated ELD/SLD. Teachers of these students hold bilingual authorizations in Spanish.

Programs are funded by LCAP Base or Supplemental Grants. Activities such as interventions, supplemental instructional materials, and PD and curriculum enhancement centered around initial Project GLAD training, are funded out of Title III.

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English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

Response from Burbank Unified:

The effectiveness of the programs for English learner students is determined by the increase in:

- English proficiency; and
- Academic achievement in the core academic subjects as measured by the State’s Accountability Model and School Dashboard BUSD has adopted materials from the State-approved list of adoptions for core curriculum for both elementary and secondary students.

Benchmark Advance and Adelante are the adopted core programs for ELA in Grades TK-5. All students, including ELs, GATE, and Special Education, have access to the core curriculum. ELs are placed in the SEI program or the Dual-Language Immersion program where they receive thirty minutes of daily Designated ELD. This is provided through support and supplemental programs, connecting prior background knowledge, comprehension strategies, and linguistic patterns taught in small group settings. Both progress in English proficiency and academic achievement in core subjects are measured through the ELPAC, the CAASPP, Scholastic Reading Inventory (SRI), and iReady ELA assessments given at the end beginning of the school year and end of the school year. For Secondary, the BUSD has chosen HMH’s California Collections as the adopted core program for ELA in grades 6–12. The Language Workshop is the component of Collections used for Designated ELD. The program includes Integrated ELD strategies. It provides scaffolded instruction, cooperative learning, and metacognitive strategies to maximize learning. Progress in language proficiency is measured through program assessment, the ELPAC, interim assessments, and the CAASPP.

The District’s Master Plan for ELD outlines the program requirements for ELs at elementary, middle, and high schools. It also includes the level of proficiency expected to move on to the next level. An extensive Annual EL Program Review, completed each year by site administrators and specialists, identifies strengths and areas of improvement. An Action Plan addresses the latter. The progress of ELs is demonstrated on the CAASP, ELPAC, local assessments, and curriculum-embedded assessments. The ELD Matrix (elementary) and writing prompt (secondary) are used by teachers annually to judge language growth. Data on EL student progress is disaggregated and used to complete each school’s Single Plan and for the completion of Individual Learning Plans (elementary) or Individual Intervention Plans (middle school).

Title III funds will be used to supplement services and materials for ELs. ELs have the opportunity to attend before and/or after-school supplemental intervention classes. Also, supplemental materials may be purchased for those students needing materials at a level more suitable to their proficiency. Services are provided to ELs to ensure that they are acquiring English language proficiency and are receiving appropriate instruction in the core curriculum. Additional and appropriate educational services are provided in TK through grade 12 to ensure that the specific needs of ELs are met.

The district programs that address the needs of ELs for tutorials and/or intensified instruction are:

- Student Support Team (SST) process
- Before/After school intervention

- Summer school programs specifically for ELs To ensure that ELs have access to information related to vocational education, college attendance, and career opportunities, the District provides the following services:
- Visits from the CTE counselor to administer “Career Targets,” an occupational interest survey, including interpretation of results:
 - Information about vocational classes
 - A college fair
 - College financial assistance nights
 - Vocational and CTE courses
- College classes at the community college Programs currently in place include:
 - Before and after school extended day
 - ILPs and IIPs
 - SSTs
 - Intervention held during, before, and/or after school
 - Supplemental materials used during the intervention
 - Special Education
- Adult School ESL Intense services also addressed in sections 1, 2, and 3 are detailed below reinforcing the “core” activities and services for ELs. Two programs offer core and ELD: SEI and DI. Each school’s SPSA outlines strategies to help ELs close the achievement gap and become proficient in the English language and academic content.

Resources and strategies to assist schools are:

- Master Plan for EL Programs
- ELD program
- Integrated ELD utilizing SDAIE and other strategies for content classes • State ELD standards
- State Standards for core academic areas
- Professional Development in Designated and Integrated ELD As a remedy for not achieving, the District will provide:
 - a. A new ELA/ELD curriculum for grades TK-5 and allow grades 6-12 to pilot programs aligned to State Standards
 - b. Intensified instruction for ELs
 - c. College and career pathways for ELs
 - d. Integrated instruction for ELs
 - e. Provide instructional strategies PDs using Project GLAD strategies and other professional developments
 - f. Create Project GLAD units by teachers g. Support schools with TOSAs

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Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

Response from Burbank Unified:

The Title IV application was developed through consultation with Title I Advisory and with Title III DELAC as well as BUSD Cabinet. School administrators also provided an additional layer of consultation. Needs were identified from the District's annual parent and employee survey. The need to address mental health coupled with safe and healthy students is a clear goal. In 2022-2023, BUSD received \$127,541. Well-rounded education activities including career guidance and counseling are scheduled to receive \$50,000. Safe and Healthy activities with a focus on mental health services, training of school personnel, PBIS activities, and drug and violence prevention are scheduled to receive \$50,000. The district is partnering with Burbank Family Services to provide expertise in these areas and provides services to students, staff, and families at the two comprehensive high schools. Services will not only focus on mental health but on career guidance and counseling. District staff will meet monthly with the Burbank Family Services staff to review monthly activities and to set targets to support the Burbank community. Effective Use of Technology is scheduled to receive \$20,000. Technology professional development will be used to support teachers in using the School City database and reports to guide instruction. School City contains all of the demographic and testing information for CAASPP, ELPAC, and district assessments data along with other test data. Professional

development will begin with school administrators and curriculum specialists so that they can provide support to teachers as they use the School City. Professional development will also be made available to administrators and teachers in using iReady, Renaissance products and other resources. The effective use of these technology tools will be expanded to increase their effective application by students resulting in increased student achievement.

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B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

Response from Burbank Unified:

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C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

Response from Burbank Unified:

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D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

Response from Burbank Unified:

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E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Burbank Unified:

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Teacher Assignments

	Out-of-Field Teacher (Local Assignment Approval by Board)	Ineffective Teacher	Inexperienced Teacher	Percentage of Low-Income	Percentage of Minority
BHS	2	2	1	32.24	38.4
JBHS	5	2		26.86	66.9
Monterey	10			40.18	67.5
Huerta	2		1	34.03	60.3
Luther	1			31.05	67.3
Muir	1	2	2	34.03	33.6
CDS				57.58	61.5
ILA	11			0.00	39.6
Disney				37.69	77.9
Edison				19.36	57.3
Emerson				31.93	37.4
Harte				20.61	59.9
Jefferson				20.79	40.7
McKinley				39.12	71.6
Miller			1	42.51	33.3
Providencia				44.79	72.4
Roosevelt				16.09	52.2
Stevenson				17.32	56.9
Washington				51.36	62.4

Ineffective Teacher

An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)
- An individual who holds no credential, permit, or authorization to teach in California.

Under this definition, teachers with the following limited emergency permits would be considered ineffective:

- Provisional Internship Permits,
- Short-Term Staff Permits
- Variable Term Waivers
- Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record

Out-of-Field Teacher

A credentialed out-of-field teacher is:

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])

Inexperienced Teacher

A teacher who has two or fewer years of teaching experience.

Minority Student

A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.

Low-Income Student

A student who is eligible to receive Free or Reduced-Price Meals